

## What Is Asset Building?

Asset building is a philosophy that youth, families, businesses, schools, and churches can use to help develop positive individuals, homes, and communities. It is a way to give youth the necessary tools to make healthy choices by building on the strengths and competencies that youth already have.

## What Are Developmental Assets?

Developmental assets are the key factors, both internal and external, that strengthen the health and well-being of youth. External assets are the positive things that influence and guide youth. Internal assets are values, competencies and commitments.

Research shows the more assets youth experience, the more likely they are to engage in positive behaviors. Assets are cumulative: the more the better!

## Everyone Can Do It!

All members of a community are needed to help build healthy youth and families. Asset building utilizes the strengths, skills, and ideas of adults and youth in established organizations throughout communities. It is not about bringing in more professionals and starting new programs. It simply requires time and commitment.

## How do I Get Involved?

Getting involved is simple! Start with your own family, neighborhood, or membership organization.

- Model and talk about the values and priorities that you want to pass on
- Nurture your own assets
- Treat youth with the same respect you treat adults, look them in the eye when you speak to them, talk to them about their interests, invite them to participate in things you enjoy
- Teach and model appropriate ways to demonstrate affection
- Stand up for what you believe in
- Contact your local prevention agency to learn more about asset building and what opportunities are currently available that you can become involved in

## For More Information

•Alcohol and Drug Information Clearinghouse (Nebraska)	800-648-4444
•Panhandle Substance Abuse Council (Region I)	308-632-3044
•Region II Prevention Center	308-534-0440
•Central Nebraska Council on Alcoholism (Region III)	308-384-7365
•Hastings Area Council on Alcoholism (Region III)	402-463-0524
•Region III Behavioral Health Services	308-237-5113
•PROJECT ACCESS (Region IV)	402-370-3113
•Lincoln Council on Alcoholism and Drugs (Region V)	402-475-2694
•Rural Region V Prevention Center	402-474-0930
•PRIDE Omaha(Region VI)	402-397-3309
•Region VI Mental Health, Alcoholism and Drug Abuse Administration	402-444-6573

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Ever wonder why some youth glide through adolescence while others struggle to keep their heads above water?

# Become An Asset Builder



Help the youth  
in your life succeed!



Please feel free to be a "copy cat" and make all the copies you want.  
You have our permission!

# The 40 Developmental Assets

## EXTERNAL ASSETS

### Support

- **Family support**-Family life provides high levels of love and support
- **Positive family communication**-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
- **Other adult relationships**-Young person receives support from three or more nonparent adults.
- **Caring neighborhood**-Young person experiences caring neighbors.
- **Caring school climate**-School provides a caring, encouraging environment.
- **Parent involvement in schooling**-Parent(s) are actively involved in helping young person succeed in school.

### Empowerment

- **Community values youth**-Young person perceives that adults in the community value youth.
- **Youth as resources**-Young people are given useful roles in the community.
- **Service to others**-Young person serves in the community one hour or more per week.
- **Safety**-Young person feels safe at home, at school, and in the neighborhood.

### Boundaries and Expectations

- **Family boundaries**-Family has clear rules and consequences, and monitors the young person's whereabouts.
- **School boundaries**-School provides clear rules and consequences.
- **Neighborhood boundaries**-Neighbors take responsibility for monitoring young people's behavior.

- **Adult role models**-Parent(s) and other adults model positive, responsible behavior.
- **Positive peer influence**-Young person's best friends model responsible behavior.
- **High expectations**-Both parent(s) and teachers encourage the young person to do well.

### Constructive Use of Time

- **Creative activities**-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- **Youth programs**-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
- **Religious community**-Young person spends one hour or more per week in activities in a religious institution.
- **Time at home**-Young person is out with friends "with nothing special to do" two or fewer nights per week.

## INTERNAL ASSETS

### Commitment to Learning

- **Achievement motivation**-Young person is motivated to do well in school.
- **School engagement**-Young person is actively engaged in learning.
- **Homework**-Young person reports doing at least one hour of homework every school day.
- **Bonding to school**-Young person cares about her or his school.
- **Reading for pleasure**-Young person reads for pleasure three or more hours per week.

### Positive Values

- **Caring**-Young person places high value on helping other people.
- **Equality and social justice**-Young person places high value on promoting equality and reducing hunger and poverty.
- **Integrity**-Young person acts on convictions and stands up for her or his beliefs.

- **Honesty**-Young person "tells the truth even when it is not easy."
- **Responsibility**-Young person accepts and takes personal responsibility.
- **Restraint**-Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### Social Competencies

- **Planning and decision-making**-Young person knows how to plan ahead and make choices.
- **Interpersonal competence**-Young person has empathy, sensitivity, and friendship skills.
- **Cultural competence**-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- **Resistance skills**-Young person can resist negative peer pressure and dangerous situations.
- **Peaceful conflict resolution**-Young person seeks to resolve conflict nonviolently.

### Positive Identity

- **Personal power**-Young person feels he or she has control over "things that happen to me."
- **Self-esteem**-Young person reports having a high self-esteem.
- **Sense of purpose**-Young person reports that "my life has a purpose."
- **Positive view of personal future**-Young person is optimistic about her or his personal future.

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